# P1 S4 Academic Strategy Policy

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## 1. PURPOSE AND POLICY CONSIDERATIONS

Forus Training have the following academic ambitions:

1. *A Connected Curriculum*
2. *Curriculum Alignment*
3. *Learner Registration*
4. *Academic Governance*

## 2. DEFINITIONS

**Externality** - A provider-owned quality assurance system makes appropriate use of external persons who are independent of the provider and who are expertly qualified to make relevant national and international comparisons.

## 3. SCOPE

Forus Training have the following academic ambitions:

1. **A Connected Curriculum** - Forus Training will research, both locally and nationally, employability and industry-related changes and by doing so, build on existing effective practice in the scoping of provider profile and award availability, design and validation.

2. **Curriculum Alignment** - Forus Training will constructively self-assess award assessment methods, instruments and teaching practices to ensure learning objectives, (and assessment related language) are accurately calibrated.

3. **Learner Registration** - Forus Training will establish a learner registration plan which will align with learner recruitment targets.

4. **Academic Governance** - When and where required, Forus Training will reform its academic governance to ensure that innovation is enabled, coherence is restored and risk is reduced.

## 4. POLICY STATEMENT

Forus Training's Academic Strategy provides a roadmap for its future teaching and learning direction. The primary objective is to ensure the provision of training and education is accurately reflective of learner need so as to support learner engagement and as such, further developing learning and teaching strategies and building links with the external community, including industry.

## 5. PROCEDURES AND PRACTICES

Forus Training will enhance its teaching and learning strategies to encourage:

- Increased 'visualisation' in academic learning by use of more visual, practical and technology based learning experiences,
- Increased cooperative learning using 'learner groups' and to support the equality and diversity of the learning experience,
- Increased Q&A based learning through inquiry based activities,
- Increased learner led 'differentiated learning',
- Increased professional development for Trainers specifically in the areas of educational technology, online safety and competency in using a range of effective and alternative teaching and learning strategies.

## 6. RELATED DOCUMENTS

### A. LEGISLATION / STANDARDS

1. Qualifications & Quality Assurance (Education & Training) Act 2012
2. Further Education & Training Act 2013
3. QQI Insights: Quality in Irish Further Education & Training – September 2019

## 7. ROLES AND RESPONSIBILITIES

It is the role of the Quality Assurance and Academic Governance Council to ensure that this policy is implemented.

## 8. COMMUNICATION PLAN

This policy is communicated at induction and is in the terms of reference of Quality Assurance and Academic Governance Council.

## 9. ACTIONS TO BE FOLLOWED IF THE POLICY IS NOT IMPLEMENTED

The pin policy / non-conformance procedure is followed when this policy is not adhered to. Lack of adherence to this policy may have implications for Forus Training's status as an organisation whose policies and procedures are approved by QQI in order for Forus Training to offer validated programmes.

## 10. CONTACT INFORMATION

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